

Involving Children in the Discussion on Their Rights: An Educational Tool to Support Child Participation



**These cards are a summary of the
Global Child Rights Dialogue (GCRD) project.
Article 42 in the United Nations Convention on the
Rights of the Child obligates governments to
take all measures to assure that the CRC is
widely known by children and adults.**

**This collection is the combined efforts of two research teams:
GlobalChild at the University of Victoria and
Centre for Children's Rights at Queen's University Belfast**



www.globalchildnetwork.com



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What's in this pack?

In this pack are child-friendly cards that were created to help educate children about their human rights. Ideas for how children can become engaged in these important discussions are presented in the introductory pages. Children's voices deserve to be heard and it is our hope that card users can take meaning from hearing what children have to say. Feel free to get creative in your approach to child rights education!

38 articles from the UN CRC are grouped into 7 clusters according to theme:

Cluster 3: General Principles (4 Articles)

Cluster 4: Civil and Political Rights (7 Articles)

Cluster 5: Protection from Violence (2 Articles)

Cluster 6: Family Environment and Alternative Care (8 Articles)

Cluster 7: Disability, Basic Health and Welfare (5 Articles)

Cluster 8: Education, Leisure and Cultural Activities (4 Articles)

Cluster 9: Special Protection Measures (8 Articles)

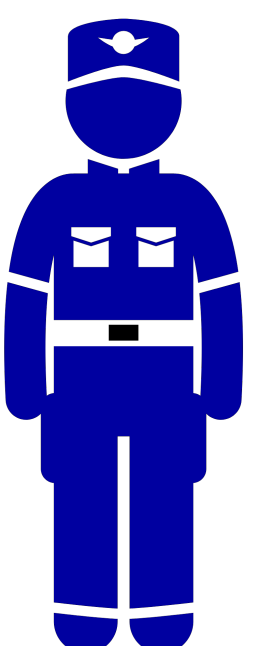
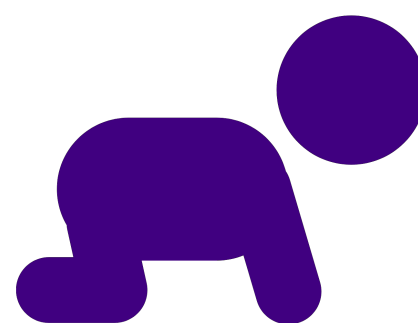
Educating children about their rights

Page 1 of each article is a summary of each child right as articulated in the United Nations Convention on the Rights of the Child.

Page 2 of each article shows examples from children on *how they would know* if their rights are being upheld.

After these are reviewed with children, you can ask:

1. Based on the quotes given, is this right being followed the same way in your country? Can you think of other ways of knowing?
2. Do you know whom to talk to if you notice that your (or other children's) rights are being violated?
3. Do you think that having this right upheld by your government is important? Why?
4. What can you do to teach other children about their rights?



Ideas for how to use these cards:

Tips to encourage participation:

- Some groups might benefit from an ice breaker activity
- Be creative and ask prompting questions in fun ways
- Draw on your own experience and knowledge of children's rights to give examples of each right
- Consider the ages of children in attendance
- Divide children into small groups; each group can learn about a few rights, then share with the rest of the class
- Be flexible depending on the needs of the group, e.g., children with disabilities might need additional resources or supports
- Keep sessions short and fun, try energizer activities during breaks

When addressing each article, you can ask:

- What should governments be doing?
- What should parents/caregivers be doing?
- What evidence shows that this is happening?
- What would children be experiencing?

Other suggestions for using these cards:

Play a mix and match game

- Separate the first and second page of each article, then ask children to match the information about the article (first page) with the quotes (second page)

Finding connections

- Many rights are related to other rights. Ask children to find connections between different articles. For example, governments providing support to families could benefit Article 18 (social security) and Article 27 (standard of living) rights.

Role play as a child rights inspector, scientist or journalist

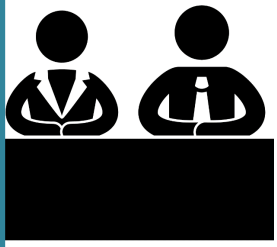
- If the children you work with have low literacy skills, an alternative activity involves role-playing, where the children act the part of an inspector, scientist, journalist, or teacher.
- Start by using the cards to learn about children's rights.
- Then, children can work in small groups to decide how they can find out if children in their country or community are enjoying their rights. Suggested questions include:
 - What do you need to find out?
 - To whom do you need to talk?
 - What information do you need from each person?

Become a child rights champion!

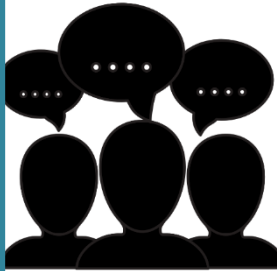
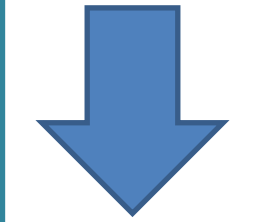
- Make a plan to share what you learned with others! Whom could you teach about children's rights... Friends? Family? Teachers? Government officials?



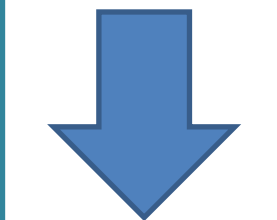
About the GCRD project



Adults working: The GlobalChild team developed papers outlining each article in the United Nations Convention on the Rights of the Child.

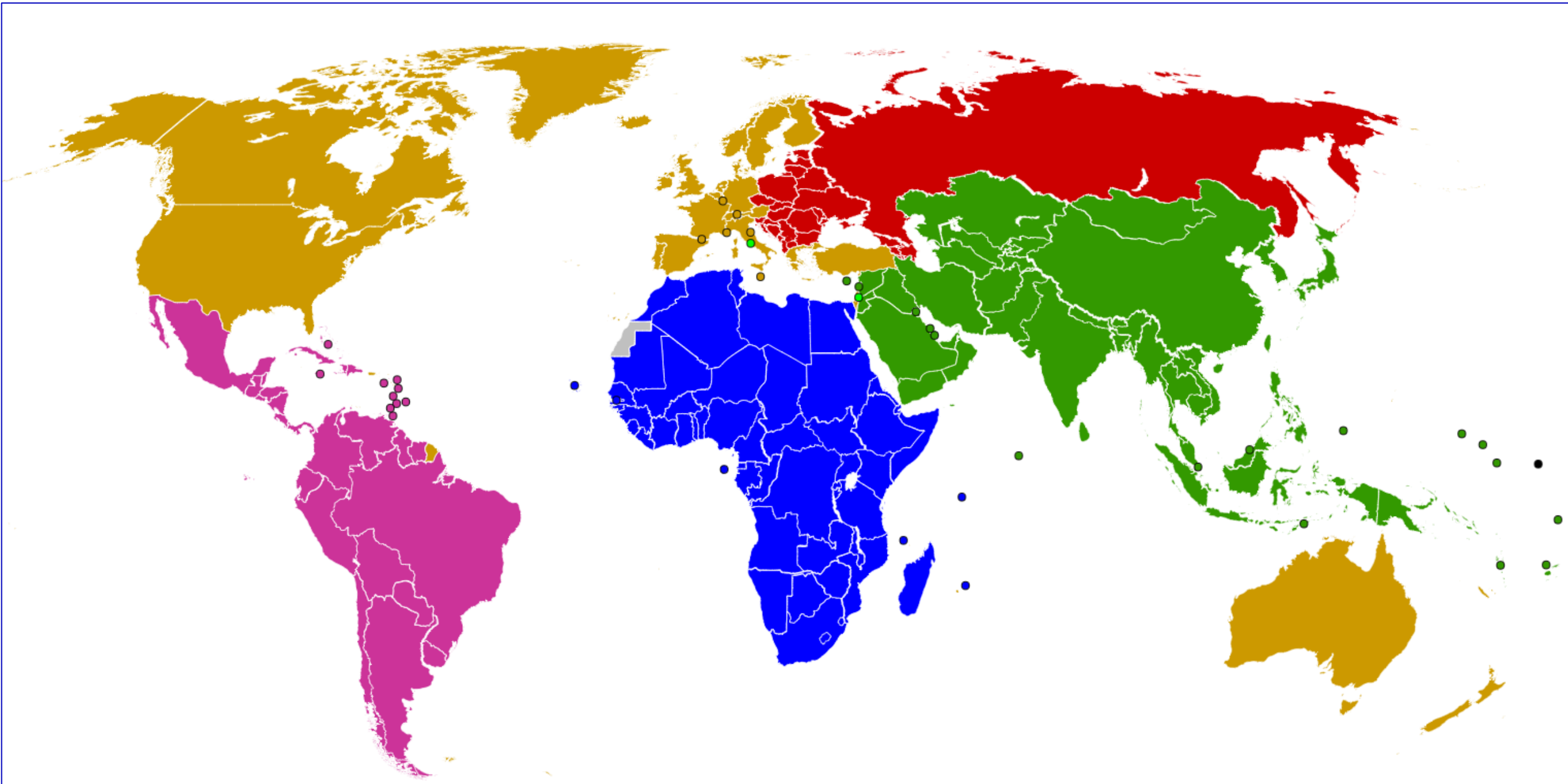


Children collaborating: The Centre for Children’s Rights took these to their Youth Advisory Group and created child-friendly summaries (page 1 of these cards).



Combining information to create these cards: Workshops held worldwide helped the GlobalChild team to create new indicators to determine if child rights are being upheld.

Workshops were held around the world!



Region	Countries	Children
Africa	13	1010
Asia Pacific	10	342
Eastern Europe	4	169
Latin America/Carribean	3	92
Western Europe/Other	5	223
Total:	35	1836

More information

Our name is **GlobalChild.**

We are a group of experts from Canada and across the world who are working together to promote children's rights.

We spent over five years of research to build the GlobalChild Platform, which is made up of indicators that will help governments and other duty bearers check that they are keeping their promises under the Convention on the Rights of the Child.

As a part of this process we included children in conversations about their rights through the workshops of the GCRD project. Each star on the map shows where children participated:

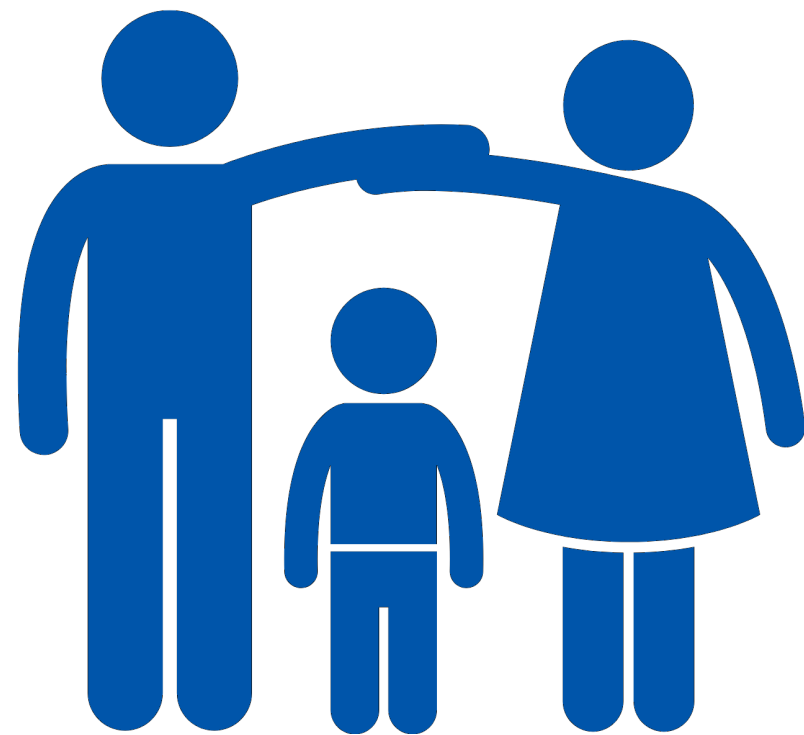


Our funder: Canadian Institutes for Health Research (CIHR)

A special thanks to all children who participated in the Global Child Rights Dialogue project and shared their views with us!

**For more information about this project please visit:
www.globalchildnetwork.com**

CLUSTER 5 - Protection From Violence



Articles:

19 – Protection from all forms of violence

34 – Sexual exploitation and sexual abuse

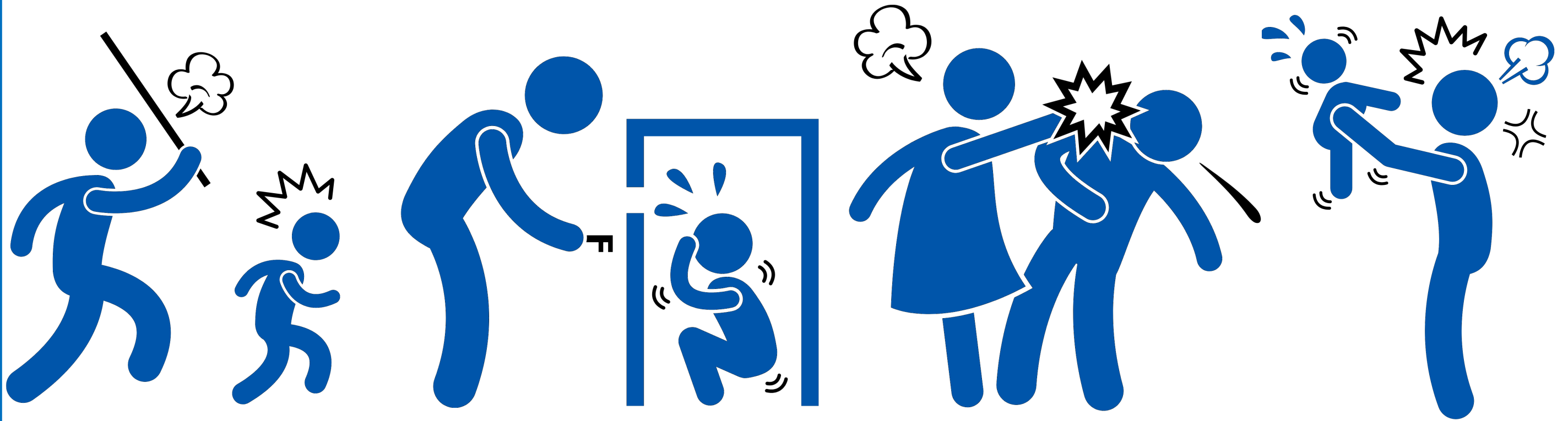
CLUSTER 5 - Protection From Violence

Notes:

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ARTICLE 19

Every child has the right to be protected from all forms of harm, abuse and neglect



All forms of harm against children are unacceptable

This includes hitting, bullying, or making children feel unloved,
failing to protect them from harm or
give them basic things they need

Physical punishment, sexual abuse, torture, violence between
children, and forced marriage should be banned

Children should be protected from anyone who might harm them

This includes people in the family, teachers, police, sports coaches,
community workers, strangers and other children

Governments must do all they can to protect children

There should be laws to ban violence

Courses for parents to learn better ways of
looking after their children

Children who are harmed should be helped

They should be provided with different ways of telling someone
about what is happening to them, like free phone helplines

Adults should take children seriously when they say
they are being harmed

ARTICLE 19

**Examples from children on *how we know*
that Article 19 rights are being upheld:**



“There are laws prohibiting violence.” (*Eastern Europe*)

“They [governments] should try to understand the situation, to help families, provide support and training before removing children.” (*Western Europe/Other*)

“It is important to have training on how to be good parents (parenthood) and that this training be extended to the whole community because all people in the community are responsible for the education of children.” (*Western Europe/Other*)

"The state must make an annual report on child rights violations." (*Africa*)

ARTICLE 34

**Every child has the right to be safe and protected
from sexual harm**



Sexual Abuse

**Is when someone makes you do things with private parts of your
body, or theirs, that make you feel uncomfortable or ashamed**

**This includes making children take part in
adult videos and photographs**

Sexual Exploitation

Is when someone uses a child sexually to make money

**Governments must introduce laws to protect children
from all sexual harm**

**They should make it a crime to create, own or pass-on pictures or videos
of children involved in sexual activity**

**Support should be provided to children who have been
harmed in this way**

**Governments should work with others to protect
children from sexual harm**

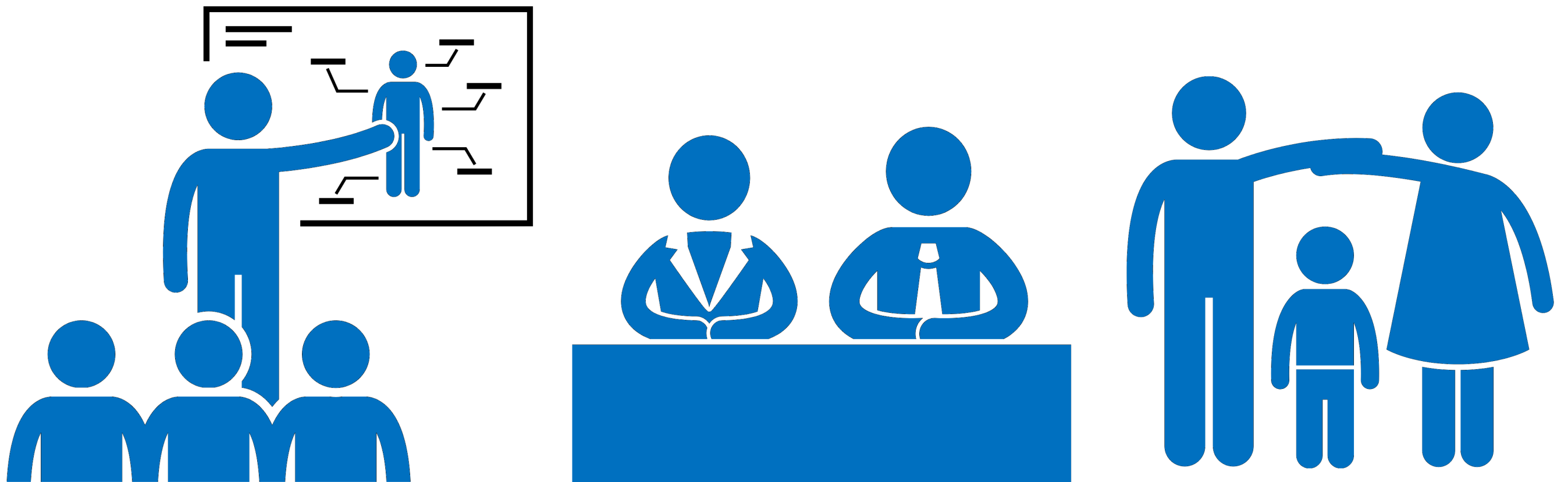
**They should work with other countries and share information
about people who may be dangerous**

**They should provide information, so people know about
sexual harm and how to report it**

**They should support families and children who have
experienced sexual harm**

ARTICLE 34

**Examples from children on *how we know*
that Article 34 rights are being upheld:**



**"There should be more information/training about the dangers of personal exposure on dating sites and apps, but this information should be transmitted according to the child's level of maturity. Ex: When giving information in schools to younger students, this often causes more curiosity than protection."
(*Western Europe/Other*)**

**"Government and schools should have communication activities to raise awareness on preventing sexual abuse against children."
(*Asia-Pacific*)**

"Schools – Provide knowledge, life skills, self-protection from danger." (*Asia-Pacific*)

"The government has serious measures for law enforcement to provide child protection," (*Asia-Pacific*)